

**LESSON 1** SB page 34

**Outcomes:**

- To review and practise the vocabulary and structures of Units 13–15

**Before using the book:**

- Ask the students what the themes of Module 5 were (*eating healthy meals, asking for and giving advice, parts of the body, health problems, exercise, health and safety, asking for and offering help, the importance of clean water*). Ask what they enjoyed learning about most and why.
- Elicit the grammar points they have practised (*question tags, reflexive pronouns, the first conditional, can/can't/must/mustn't for permission and obligation*) and any of the rules that they remember.



**SB Page 34**

**Review E**

**Lesson 1**

**1 Read and complete the magazine article with sentences 1–5**

- 1 Try not to look at the computer screen for too long.
- 2 But we don't always look after our eyes, do we?
- 3 Continue to move your finger closer to and then further from your eyes.
- 4 The sun can damage your eyes, so you mustn't look at it.
- 5 They contain vitamin A, which keeps our eyes healthy.

**Look after your eyes**

We all know how important it is to look after ourselves. We do exercise to keep our hearts strong. We brush our teeth every day to keep them clean and healthy. **a**  **2**

Did you know that the orange colour in some vegetables is good for your eyes? Most fruit and vegetables are good. **b**  Some kinds of fish also help your eyes because they contain healthy fats.

What other things can you do to look after your eyes? **c**  If you wear good sunglasses, this will help your eyes.

Do you use a computer? **d**  Stop looking at the screen every half an hour. If you don't do this, your eyes will become tired.

You can read at night, but you must always have good light. If you read when it is too dark, you will get a headache.

**Try these exercises to make your eyes stronger.**

• Close your eyes and put your hands on them for ten seconds.

Then open your eyes. Your eyes feel relaxed, don't they?

• Stretch your arm in front of you and hold up one finger. Look at your finger. While you are looking at your finger, move it closer to your eyes. **e**

**2 Are these sentences true (T) or false (F)?**

- 1  Orange-coloured vegetables can damage your eyes.
- 2  Some fats are good for your eyes.
- 3  It isn't a good idea to wear sunglasses outside.
- 4  It is always bad for your eyes to read at night.
- 5  Exercises can help your eyes feel relaxed.

**3 Add question tags to the sentences in exercise 2. Then ask and answer.**

Orange-coloured vegetables can damage your eyes, can't they?

No, they can't!

Workbook page 22

**1 Read and complete the magazine article with sentences 1–5**

- 1 Tell the students that they are going to review and consolidate what they have learned in Module 5 in Review E.
- 2 Ask the students to look at the title of the text and the pictures. Ask them to predict what information the text might include.
- 3 The students then read the text quickly and check their answers.
- 4 Then ask them to read the sentences and explain that they are missing from the text. Tell them that they have to decide where each sentence should go in the text.
- 5 The students work in pairs to complete the exercise. Then check the answers as a whole class.

**Answers:**

b 5    c 4    d 1    e 3

**2 Are these sentences true (T) or false (F)?**

- 1 Ask the students to read the sentences and decide whether they think they are true or false without referring back to the text in exercise 1.
- 2 The students then read the text again to check their answers. Check the answers as a whole class. Ask the students to correct the false sentence by reading out the part of the text which provides the answer.

**Answers:**

- 2 T
- 3 F (If you wear good sunglasses, this will help your eyes.)
- 4 F (You can read at night, but you must always have a good light.)
- 5 T

**3 Add question tags to the sentences in exercise 2. Then ask and answer**

- 1 Review the form and use of question tags (when the verb is positive, the question tag is negative; when the verb is negative, the question tag is positive; question tags are used to check and ask for information). Invite different students to provide some examples, for example *You get up at six o'clock, don't you?*

- 2 Ask what they remember about the intonation in question tags (*it goes down when we think we know the answer, and up when we don't*).
- 3 The students then work in pairs to add question tags to the sentences in exercise 2. Check the answers as a whole class.
- 4 The students then ask and answer the questions as in the example dialogue in the speech bubbles. Go round and monitor while they are working, helping where necessary. Then invite different pairs of students to ask and answer the questions.

Lesson 2

Review E

**1 Listen to some advice about studying for exams. Number the sentences in the order you hear them**

- a  How about getting up early in the morning to study?
- b  Try writing some of the most important facts on paper.
- c  What about writing a quiz?
- d  Why don't you study for half an hour, then do something else for ten minutes?
- e  It's a good idea to do some exercise.
- f  You could write down the times that you need to study each subject in a day.



**2 Make sentences using the first conditional**

- 1 If/it/hot tomorrow, we/go swimming.  
*If it is hot tomorrow, we will go swimming.*
- 2 You/not be fit/unless/you/do some exercise. ....
- 3 If Fady/not/careful, he/cut/himself. ....
- 4 You/be/tired at school if you/not go/to bed early. ....
- 5 Unless it/rain tomorrow,/we/have a picnic. ....



**3 Complete the sentences with reflexive pronouns**

- 1 Mum, can I make *myself* a hot drink, please?
- 2 Ali was running too fast. He fell, and hurt .....
- 3 Salma bought ..... a new notebook.
- 4 My brother and I always clean our rooms .....
- 5 Can you open the window ....., Mona, or shall I help you?

**4 Listen and put each word in the correct box**

breakfast   disease   headache   heart   heavy   meal   speak			
team   wear   weather			
ea makes the sound [i:]	ea makes the sound [e]	ea makes the sound [eə]	ea makes the sound [a:]

Workbook page 23

35

**Answers:**

- 2 Some fats are healthy for eyes, aren't they? Yes, they are.
- 3 It isn't a good idea to wear sunglasses outside, is it? Yes, it is.
- 4 It is always bad for your eyes to read at night, isn't it? No, it isn't.
- 5 Exercises can help your eyes feel relaxed, can't they? Yes, they can.

LESSON 2 SB page 35

**Outcomes:**

- To review and practise the vocabulary and structures of Units 13–15
- To listen to and practise pronouncing words with *ea* that have different vowel sounds

**1 Listen to some advice about studying for exams. Number the sentences in the order you hear them**

- 1 Ask the students to look at the picture in exercise 1 and elicit where the children are (*at school*).
- 2 Ask the students what advice they would give someone who is studying to take an exam, for example, Take lots of breaks.
- 3 Ask what form of the verb is used to give advice (*the imperative*).
- 4 Ask the students to read through the suggestions and then tell them that they have to listen to a teacher giving advice to the students and that they should put the suggestions in the correct order.
- 5 Play the recording. Then ask the students to compare their answers with a partner before checking the answers as a whole class.
- 6 Ask the students whether they do any of the suggestions and which ones they think work best.



### Tapescript

**Teacher:** *Good morning, class! Now, as you all know, it's exam time soon. Who has some useful advice about the best ways to study?*

**Girl 1:** *You could write down the times that you need to study each subject in a day.*

**Teacher:** *Yes, that's a good idea. Why don't you study for half an hour, then do something else for ten minutes? It's a good idea to do some exercise, even if it's just stretching, or walking around the house. Exercise is good for your brain. It will give you energy and you won't feel too tired to study some more.*

**Girl 2:** *I always find it difficult to go to sleep the night before an exam.*

**Teacher:** *Well, sleep is very important. Instead of studying late at night, how about getting up early in the morning to study? Your brain is awake then, and full of energy.*

**Girl 3:** *I have some advice. Try writing some of the most important facts on paper. Then read the facts just before you do the exam. If you do that, you'll remember the facts very well.*

**Teacher:** *Yes, that's a good idea. Or, what about writing a quiz? Write some questions and answers on a piece of paper and ask someone else to test you! Do you have any other ideas?*

**Answers:**

2 d    3 e    4 a    5 b    6 c

### 2 Make sentences using the first conditional

- 1 Write the prompts for the example sentence on the board and construct the sentence together as a class.
- 2 The students then work in pairs to write the rest of the sentences, using the first conditional.
- 3 Invite different students to read out their sentences. Ask the rest of the class to listen and say whether the first conditional has been used correctly.

**Answers:**

- 2 You will not be fit unless you do some exercise.
- 3 If Fady isn't careful, he will cut himself.
- 4 You will be tired at school if you don't go to bed early.
- 5 Unless it rains tomorrow, we'll have a picnic.

### 3 Complete the sentences with reflexive pronouns

- 1 Ask the students to read the example sentence. Explain that they have to complete the rest of the sentences with reflexive pronouns. Elicit how they will decide which form to use (*it should match the subject*).
- 2 The students work in pairs to complete the sentences. Then invite different students to read out the sentences.

**Answers:**

- 2 himself      3 herself      4 ourselves  
5 yourself

### 4 Listen and put each word in the correct box

- 1 Ask the student to look at the words in the box and tell you what vowel letters they have in common. (*They all have ea.*) Tell them that the letters *ea* do not always make the same sound.
- 2 Ask them to listen carefully as you play the tape. Play the tape once or twice and ask them to complete the table alone or in pairs. [i:] makes the vowel sound in *seem*. [e] makes the vowel sound in *bed*. [eə] makes the vowel sound in *care*. [ɑ:] makes the vowel sound in *hard*.)
- 3 Check the answers with the class, then play the tape again. Ask the students to practise saying the words.
- 4 Tell the students that when they see a new word with *ea*, it will usually have the vowel sound [i:], but they should check a dictionary to be sure. Many online dictionaries pronounce the words.
- 5 You might ask the students to add words they know to each box in the table. Check their answers as a class.

**Answers:**

<i>ea</i> makes the sound [i:]	<i>ea</i> makes the sound [e]	<i>ea</i> makes the sound [eə]	<i>ea</i> makes the sound [ɑ:]
disease meal speak team	breakfast headache heavy weather	wear	heart

**Tapescript**

*breakfast*  
*disease*  
*headache*  
*heart*  
*heavy*  
*meal*  
*speak*  
*team*  
*wear*  
*weather*

**Tapescript**

*Listen and repeat:*  
*ankle*  
*back*  
*beat*  
*bend*  
*bilharzia*  
*boil*  
*bones*  
*brain*  
*break*  
*broke*  
*breathe*  
*burn*  
*bus stop*  
*calcium*  
*carbohydrate*  
*chemical*  
*contain*  
*cooker*  
*cover*  
*damage*  
*dangerous*

*disease*  
*earphones*  
*energy*  
*fat*  
*fit*  
*get fit*  
*fly*  
*get on*  
*get off*  
*heal*  
*heart*  
*hold*  
*hurt*  
*insect*  
*instead of*  
*kill*  
*knee*  
*lid*  
*lift*  
*loud*  
*lungs*  
*melt*  
*natural*  
*oven*  
*oven gloves*  
*pan*  
*protein/relax*  
*roll up*  
*safety*  
*skin*  
*sleeves*  
*smoke*  
*stomach-ache*  
*stretch*  
*tobacco*  
*toothache*  
*touch*  
*towel*  
*turn off*  
*vitamins*